DOCUMENT RESUME

ED 089 741 IR 000 453

AUTHOR Seydel, Ruth L.
TITLE Your Media Program, K-12.
INSTITUTION Idaho State Dept. of Education, Boise. Bureau of Educational Services.
PUB DATE 72
NOTE 39p.

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS Annotated Bibliographies; Budgets; Educational Equipment; Educational Facilities; Elementary Grades; Glossaries; Guides; *Individualized Instruction; *Instructional Materials; *Instructional Materials Centers; *Instructional Media; Library Collections; *Multimedia Instruction; Program Planning; School Libraries; Secondary Grades
IDENTIFIERS *Idaho

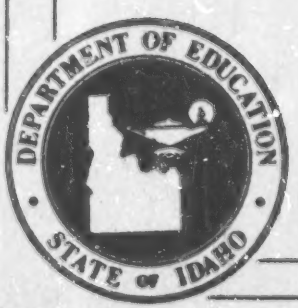
ABSTRACT

This is a handbook designed to help Idaho schools bring about more effective learning for their students through the application of media: to help individualize instruction; to assist in emphasizing concepts and ideas; to stimulate inquiry and independent thinking, and to help each student develop his potential for ongoing study. It describes minimum requirements of successful media programs in terms of personnel, facilities, materials, equipment, and budget, and presents guidelines in three phases of planning so that schools may prepare short and long range goals for developing unified media programs in each school building. (Author/CH)

ED 089741

YOUR MEDIA PROGRAM

K-12



D. F. ENGELKING
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

BOISE, IDAHO

IR 000 453

YOUR MEDIA PROGRAM, K - 12

Revision of

Guidelines for
Instructional Materials Programs
in Idaho Schools, 1967

Prepared by
Ruth L. Seydel, Consultant
Educational Media Services

V. Reid Bishop
Deputy State Superintendent
Bureau of Educational Services

D. F. Engelking
State Superintendent
of Public Instruction

1972

State of Idaho
DEPARTMENT OF EDUCATION
Bureau of Educational Services
Boise, Idaho 83707

TABLE OF CONTENTS

State Board of Education iii
Committee Members v
What Does It Mean? vi
Preface vii
Foreword - D. F. Engelking viii
Agencies' Responsibilities 1
The Media Program 3
Personnel 6
Facilities 8
Materials 10
Professional Collection 14
Equipment 16
Budget 22
Bibliography 24
Planning Guide 29

STATE OF IDAHO

DEPARTMENT OF EDUCATION

YOUR MEDIA PROGRAM, K - 12

Approved September 7, 1972 by the

IDAHO STATE BOARD OF EDUCATION

as the revision
of

Guidelines for Instructional Materials Programs in Idaho Schools 1967

for adoption September 1, 1972

BOARD MEMBERS

M. T. Deaton
President
Pocatello

J. Kenneth Thatcher
Vice President
Idaho Falls

John W. Swartley, M. D.
Secretary
Boise

A. L. Alford, Jr.
Member
Lewiston

Janet Hay
Member
Nampa

J. D. McCollum
Member
Twin Falls

J. P. Munson, M. D.
Member
Sandpoint

D. F. Engelking
State Superintendent of
Public Instruction
Ex Officio Member
Boise

Milton Small
Executive Director for
Higher Education
Ex Officio Member
Boise

STATE MEDIA ADVISORY COMMITTEE

Appointed by the
IDAHO STATE BOARD OF EDUCATION

Ila Darrington, Librarian
Burley Senior High School
School District #151
Burley, Idaho 83318

Dora Gale, Library Coordinator
School District #91
Idaho Falls, Idaho 83401

Mary Jane Geisler, Media Generalist
Boise High School
School District #1
Boise, Idaho 83702

Lora Harris, Librarian
Rimrock Senior High School
School District #365
Grandview, Idaho 83624

Oertel Hoit, Media Generalist
Chairman, School Division
Idaho Library Association
Irving Junior High School
School District #25
Pocatello, Idaho 83201

Dianna Hull, Media Library
Coordinator, Elementary Schools
School District #281
Moscow, Idaho 83843

Harry Moore, President
Idaho Audio Visual Association
Mountain Home Air Force Base
Junior High School
School District #193
Mountain Home, Idaho 83647

Ruth Seydel, Chairman
Consultant, Educational Media
Services
State Department of Education
Boise, Idaho 83707

Rita Williams, Teacher-
Media Generalist
Koelsch Elementary School
School District #1
Boise, Idaho 83704

THE COMMITTEE expresses appreciation to the many agencies and people who have given assistance in the revision of "Guidelines for Instructional Materials Programs in Idaho Schools." In addition to all states of the United States, Guam and the National Indian Affairs responded with copies of their respective standards and guidelines, or proposals for the same, for their media programs. A special acknowledgement is extended to the states of Iowa and Maryland for their permission to utilize their ideas in format and suggestions for quantity standards.

Suggestions of the 75 school media personnel attending the April 1972 Idaho Library Association workshop conference have been incorporated.

Readers selected from all facets of education in Idaho schools, college and university professors of library and audio-visual science courses, subject area and auxiliary services consultants of the Idaho State Department of Education, the Director of the Idaho State Library - all contributed valuable aid.

WHAT DOES IT MEAN? WORDS IN MEDIA

COOPERATIVE VENTURE:
Intermingling of materials with curriculum to emphasize learning rather than teaching; involving teaching and media staffs in the development and implementation of the program

MEDIA:[6]
Printed and audiovisual forms of communication

MEDIA AIDE: [6]
A media staff member with clerical or secretarial competencies

MEDIA CENTER:
A learning center in a school where a full range of print and audiovisual media, necessary equipment, and services from media personnel are accessible to students and teachers; used in place of the terms library, nstructional materials and resource centers, or any combination of such terms or related terms

MEDIA GENERALIST:
A professional person with knowledge, understanding of, and competency in the broad range of media services, with particular emphasis on abilities related to development and administration of a unified media program

MEDIA SPECIALIST:
A professional person with a high degree of competency in a specific area of the media program, e.g. book oriented, audiovisual oriented

MEDIA TECHNICIAN: [6]
A staff member who has training below the media specialist level, but who has special competencies in one or more of the following fields: graphics production and display, information and materials processing, photographic production, and equipment operation and simple maintenance

MEDIOGRAPHY:
A list of references encompassing all types of material, book and non-book

PROFESSIONAL STAFF:
School media personnel holding appropriate teaching certificates and endorsements relevant to their assignment

SUPPORTIVE STAFF:
Non-certificated personnel who perform clerical or specialized technical services

SYSTEM WIDE:
All schools included in a school district or several districts if media services are united under one coordinator

TEACHING STATION:[6]
Any part of the school (usually but not always a classroom) where formal instruction takes place. Media centers are not included within this definition although it is recognized that instruction is part of the media program

UNIFIED MEDIA PROGRAM: [6]
A program in which instructional and other services related to both print and audiovisual media are administered in a single unified program under one director

This handbook is specifically written to help Idaho schools bring about more effective learning for their students through the application of media:

to help individualize instruction

to assist in emphasizing concepts and ideas

to stimulate inquiry and independent thinking

to help each student develop his or her potential for on-going study

The effective unified program is designed to include all levels of education. It requires involvement, commitment, and cooperation of all educators - State Department of Education, the local school system, and the staff of the individual school. The unified media program brings together the diversity of materials, technology, services, and human resources. This program will be effective to the degree that it is understood, accepted, and applied by all persons responsible for it.

Idaho's schools are faced with the challenge of preparing today's students to meet the complexities of a rapidly changing society. We need all of the teaching skill, dedication and help we can muster to accomplish this.

An important step in this direction is the transformation of the familiar old school library to that of a modern media center. The Idaho State Department of Education wholeheartedly endorses this concept.

The many learning tools provided children through a unified media program are essential components of today's educational process. Simply put, the media center is an extension of the classroom. Media programs no longer should be considered as "supplementary" or an "enrichment." They should be regarded as an integral part of the total school program if we are to attempt to meet the individual needs of the student.

Experience has shown that certain quantities of tangible materials, machines, money, space and people have a greater likelihood of producing desirable results in relation to specific educational goals and objectives. It also has shown that without certain minimums of tangibles very limited educational opportunities are provided.

The sooner all of our schools are able to move toward media centers the sooner our students will benefit through increased educational advantages which will better prepare them for their undertakings.

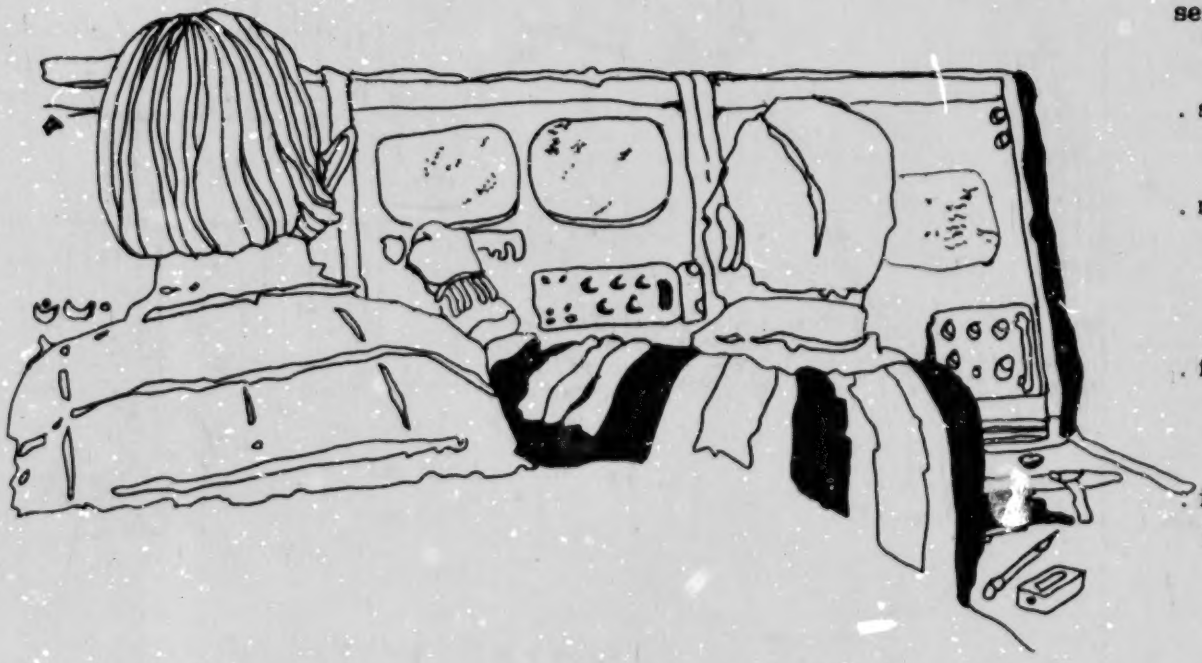
A. F. Engelking

THE MEDIA PROGRAM WHEN UNIFIED, IS A COOPERATIVE VENTURE

IDAHO STATE DEPARTMENT OF EDUCATION	SCHOOL SYSTEM LEVEL K - 12	BUILDING LEVEL
believes in and supports the unified media program	believes in and supports the unified media program	believes in and supports the unified media program
collects, analyzes, and disseminates information on the scope and quality of media programs in the State	develops a system wide (K-12) media program	provides and establishes an on-going media program
formulates long range plans for the development of school media programs of the State	develops the goals and objectives of the instructional programs	implements a media program to meet the goals and objectives of the instructional programs
provides criteria and procedures for evaluating media programs and provides coordination of media services with critical educational concerns of the State	evaluates the total media program K - 12	evaluates the media program for the individual student needs
provides guidelines for budget development particularly as related to the assessed needs of the system and individual school	coordinates and implements, at the recommendation of the individual buildings, budgets which include facilities, staff, materials, equipment, services	prepares an annual budget based upon a planned program of goal objectives
assists in the determination of qualifications for certification of media personnel	provides professional and supportive staff to implement the system K-12 program	provides professional and supportive staff to implement the building program

IDAHO STATE DEPARTMENT OF EDUCATION	SCHOOL SYSTEM LEVEL K - 12	BUILDING LEVEL
provides programs of inservice education on the concepts and utilization of media to administrators, supervisors, media personnel, and teachers	provides inservice educational programs in utilization of media for staff	provides inservice educational programs in utilization of media for students, teachers, and administrators
develops standards, guidelines, and procedures for improvement of media programs, for selection, organization, and utilization of media and equipment	coordinates and assists in purchasing, preparing, and cataloging materials and equipment	selects materials and equipment to meet the needs of the individual students
provides advisory and consultative services to local school systems particularly in areas of new media services, technology, and facilities	provides maintenance of media equipment	provides inservice education for proper use of equipment
	provides a production lab for local production	provides production services for both students and teachers
provides opportunity for research in education through maintenance of ERIC files and information retrieval services of ERIC documents	provides a professional library collection and service for teachers	provides a "mediography" of the system's professional library and/or building level collection

THE MEDIA PROGRAM . . .



serves STUDENTS by providing:

. services - client needs and objectives

. materials - accessible at all times
- quantity and quality
- individual and group
- local production of media

. facilities - flexible
- accommodate materials, equipment, and users

. inservice programs - how to select and use appropriate materials and equipment
- opportunity for self-directed learning

"...the design...should complement the life pursuits of the individual."[2]

THE MEDIA PROGRAM . . .

"The superintendent and the principal are key figures to success of any project or undertaking in any school."[37]

serves TEACHERS by providing:

. a ONE STOP shopping center

serves ADMINISTRATORS by providing:

. that body of activities which involves the use of all types of communication media by students and instructional staff to accomplish the objectives of the schools.

THE MEDIA PROGRAM . . .

Continuity is important in the total educational program. Elementary school media programs are progressive and vital factors toward affective education of junior/middle and senior high school students. Just as important is the need for secondary levels to follow through on the background established in elementary instruction.

Successful media programs are made up of several components - personnel, facilities, materials, equipment, and budget. No one component can survive without the other and the acquisition of components will not guarantee an effective unified media program.

Quantitative standards do not describe an effective media program. A school might meet all of the phase iii standards and still have a poor media program. Much depends upon such factors as the opportunity, need, and incentive which the students have to use media materials and services, the kinds of scheduling practices used by the school, the teaching techniques of the staff, the attitudes of teachers and media staff toward students, the interest of school administrators in the program.

"Your Media Program K - 12" presents guidelines in three phases so that Idaho schools may prepare short and long range goals for developing unified media programs in each school building. In as much as Idaho "Guidelines" have been in effect for five years, it is recommended that not over five years be planned for the achievement of phase ii and not over three additional years be planned for reaching phase iii.

Phase i represents the quantative guideline for minimum media programs in Idaho schools and varies little from standards previously adopted in Idaho (1, 3, 4, 15). This phase is based on the needs of traditional, text-book oriented educational programs and teaching methods, and would not, therefore, be adequate for more progressive modern programs.

Phases ii and iii are designed to aid schools in developing the necessary media services for supporting innovative educational practices. Moving toward the mid-phase, schools will adjust additions to the basic collection to augment their particular instructional program. The third phase is included for the benefit of those schools wishing to progress more rapidly toward contemporary educational programs supporting such innovative practices as: ungraded or continuous progress classes, self-directed learning, acceleration or advanced placement, curriculum discovery methods, ability grouping, and independent study.

PERSONNEL

The strength of the unified media program as an integral part of education may be equated with the effectiveness of its staff. A description of authority and responsibilities should be written for each professional and supportive staff member.

Unified media services require that a professional media generalist, certified and endorsed by the Idaho State Department of Education, be placed in charge with the responsibility for a comprehensive program. Professional personnel, in addition to their academic training in teaching and media (print and non-print) management, have administrative ability and competency in leadership and human relations.

The first full-time staff member must be a professional person (media generalist). As the need for media services grows, additional professional staff with special competencies is required (media specialists) When two or more persons are employed, one is designated as coordinator or director of media services. The person in charge of the media program is a member of the curriculum team and is involved in all aspects of curriculum building. This position is equal in pay and status to other department chairmen.

If professional staff is to fulfill its role, supportive staff is required. Volunteer help is valuable, but these persons extend their aid beyond the functions of the paid staff. Paid supportive staff includes:

MEDIA AIDES: Responsibilities - typing, record keeping, office routines, shelf reading, shelving and filing, housekeeping
MEDIA TECHNICIANS: Responsibilities - graphics production, information and materials processing, photographic production, equipment operation and minor maintenance

PROFESSIONAL RESPONSIBILITIES for the unified media program include:

. leadership in the development of
  philosophy
  evaluation
  selection policy
  budget and its implementation

. guiding students in objective thinking, effective study habits, skill acquisition, and enthusiasm for inquiry and research

. working objectively with teachers for student performance, developing means of achieving goals, and evaluating results

. interpreting media programs to students, faculty, administration, and public

. organizing media materials and services for ready use

STAFF SIZE is governed by:

. administrative accordance
. public support
. school enrollment
. grade range
. instructional program
  diversity and quality of media services
. number of students with special needs

phase i	phase ii	phase iii . . . . .
IDAHO BASIC (MINIMUM)		NEA/AASL
1 - 500 students	1 - 399 students	1 - 250 students
1 full time professional person per center (media generalist)	1 full time professional person per center (media generalist)	1 full time professional person per center (media generalist)
1 additional professional person for each additional 500 students or major fraction thereof (media specialists)	1 additional professional person for each additional 400 students or major fraction thereof (media specialists)	1 additional professional person for each additional 250 students or major fraction thereof (media specialists)
Professional personnel meet Idaho certification and endorsement requirements	Professional personnel meet Idaho certification and endorsement requirements	Professional personnel meet Idaho certification and endorsement requirements
½ supportive staff member for each 250 students or major fraction thereof	1 supportive staff member for each professional person	2 supportive staff members for each professional person

School systems with three or more attendance units will need to appoint or employ a professional media coordinator for the system.

If hours are extended beyond the regular school day, if the media center serves both school and community or if resource and satellite areas are developed, additional personnel, both professional and supportive, are necessary.

FACILITIES

The media center is an action center and should be designed for experiences in learning. Organizational patterns of the total educational program of the individual school will be determinant in the planning, organization, and utilization of the center's facilities. Certain criteria common in planning a unified media program, remodeling, or building a new media center must be considered. The center should:

- have a flexible and attractive design to accommodate supervision and change in the instructional program and be located near center of traffic yet away from noisy areas.
- have safety precautions in design and furnishings
- have electrical, ventilation, and temperature control systems which meet safety and health standards, while also considering the comfort of patrons, protection of materials, and convenience in usage
- have light switches, electrical outlets, thermostats, telephones, and fire extinguishers located so as not to take up needed shelving and storage space
- have acoustical floor coverings and ceilings
- have at least one telephone outlet in the office area
- have sink with running water
- have standard, open stock library media furniture purchased from a reliable manufacturer and of a size and height appropriate to the grade levels of the school
- have for extended hours of service, outside entrance and rest room

In remodeling and construction of new buildings, NEA/AASL guidelines for school media programs should be considered with no less than Phase ii provisions fulfilled and activity areas of Phase i included.

phase i	phase ii	phase iii . . . . .
IDAHO BASIC (MINIMUM)		NEA/AASL
All print (non-text) and non-print materials centrally cataloged and combined into an integrated media center program	Within the Media Center:	Quarters expanded to provide a program of superior service as set forth in the joint American Association of School Librarians and NEA Department of Audio Visual Instruction's "Standards for School Media Programs"
Existing space, remodeled quarters, or new facilities to meet the needs of the services and collection in the media program, with space to seat 11% of the school enrollment but not less than 40 nor more than 100 students in one area (allow 40 square feet per student)	Space to seat 15% of the school enrollment, but not less than 40 students nor more than 100 students in one reading area (allow 40 square feet per student)	
Office	Space to house and store media	
Individual viewing and listening area Conference rooms	Private office	
Workroom and storage	Previewing and listening stations	
Production area provided somewhere within the building	Production area within the media center	
Professional collection housed somewhere within the building	Professional collection area adjacent to or within the media center	
Provisions for expansion	Provisions for expansion	

MEDIA COLLECTION

"People learn more when responsible for designing their own learning experiences."[16]

The basic function of any school media collection is to meet tne demands of the curriculum.

Media collections establish the learning environment and are directly related to curriculum planning. A wide variety of materials is essential to meet the individual requirements of students according to their interests, abilities, learning needs, and instructional objectives.

Selection of materials is the responsibility of the professional media staff in cooperation with the faculty of the school. Both the individual school and school system formulate a written selection policy which is approved by the school administration and adopted by the school board. The professional media staff provides leadership in the development of this policy, with the assistance of representatives of faculty, students, and community residents.

Continuous evaluation is essential and necessary in the use of media center materials. To be considered in the evaluation are accessibility of materials, current trends in education and communication, varied and changing interest of the students, the present collection, and future needs.

The initial collection for a new school is a capital outlay item and should be allocated at the time the new building is planned. New schools should begin operating with no less than 3/4 of the materials collection, book and non-book, given in Phase ii with the basic requirements of Phase i fulfilled. Within two years of the date of opening, new schools should meet the standards of Phase ii.

	phase i	phase ii	phase iii
	IDAHO BASIC (MINIMUM)		NEA/AASL
Books (Non-text)	1 - 200 enrollment: at least 2,400 volumes or 24 volumes per student, whichever is greater 201 - 500: 4,800 volumes or or 14 per student 501 - 1,000: 7,200 volumes or 10 per student over 1,000: 10,000 volumes or 7 per student (20% duplication allowed)	Elementary - 12,000 items or 20 items per student whichever is greater Junior High - 15,000 items or 25 items per student, whichever is greater Senior High - 18,000 items or 30 items per student, whichever is greater	10,000 volumes representing at least 9,000 titles or 20 volumes per student, whichever is greater; duplicates as needed to support school curriculum and supply student interests
Magazines (12 month subscription)	Elementary: 20-35 titles* Junior High: 45-75 titles* Senior High: 75-100 titles* *with duplication of titles and indexes as required	(An item may be a book, either hard cover or paper back, school owned film, filmstrip, tape or disc recording, kit, slides or transparencies (not masters), globes, mounted maps, art print, study print, or a periodical subscription)	Elementary: 40-50 titles Junior High: 100-125 titles Senior High: 125-175 titles
Newspapers	Elementary: 3 titles Junior High: 4 titles Senior High: 6 titles		Elementary: 3-6 titles Secondary: 6-10 titles

At least one local, one state, and one national newspaper to be represented in the collection.

	phase i	phase ii	phase iii . . . . .
FILMSTRIPS & 8mm FILM LOOP	500 titles or 1 per student, whichever is greater		1,000 titles, representing 1,500 prints or 3 prints per student, whichever is greater
RECORDINGS (Disc, record and Audio tapes)	500 titles or 1 per student, whichever is greater		2,000 titles or 6 per student, whichever is greater; duplicates as needed to support school curriculum and supply student interest
SLIDES	Commercial and locally prepared slides to meet the curriculum needs		5,000 commercially and professionally prepared slides
TRANSPARENCIES	Commercial and professionally prepared transparencies in the quantity as needed to support the school curriculum, plus a selection of subject matter masters, materials and facilities in order to produce transparencies. (Include only sets of non-expendable transparencies in the item count of Phase ii.)		2,000 commerical and professionally prepared transparencies plus a selection of subject matter masters
ART PRINTS (Reproduced in color or art works)	The number determined by curriculum and circulation demands, with duplicates as needed		1,000; duplicates as needed
STUDY PRINT SETS	The number determined by curriculum and circulation demands, with duplicates as needed		225 or 1 per 2 students; duplicates and additional to satisfy classroom need
GLOBES	Elementary: 1 per teaching station plus 2 in the media center Secondary: At least 1 globe per 5 teaching stations and 2 in the media center; in addition, special globes to be available in the media center		Additional globes as needed

MAPS	1 map for each region studied and special maps (economic, weather, political, historical, and others) for each area studied; duplicate maps available for each class section requiring maps at the same time, the number of duplicates to be determined by sections of students and the availability of maps on transparencies and filmstrips; wall maps for teaching stations
16mm FILMS	Ready access from building, system, rental, free loan collections, or from a combination of sources to a minimum of 3,000 titles (Do not include district owned, borrowed, or film rentals in the item count of Phase ii.)
VERTICAL FILE MATERIAL	Pamphlets, government documents, clippings, pictures, and other materials appropriate to the curriculum and student interests. (Do not include vertical file materials in the item count of Phase ii.)
REPLICAS ART, OBJECTS MODELS, EDUCATIONAL GAMES, KITS, REALIA, DIORAMAS, PROGRAMMED INSTRUCTION, VIDEO TAPE	Because of the nature of certain media forms and the evolving or transitional development of others, quantitative recommendations cannot be given. Nevertheless, these materials make a unique contribution to the instructional program and provide resources for the academic needs and general interests of students. An abundant number should be available in the media center.
MICROFORM	Microform, microfiche, and microbook to be purchased as available on topics in the curriculum; for indexed periodical subscriptions and newspaper files to be obtained as needed for reference

PROFESSIONAL COLLECTION

Modern means of communication and transmission of materials may render portions, or perhaps all, of an existant instructional program obsolete, unless supplemented by current materials which are available through modern communication. Individual schools need a collection of carefully chosen current materials supplemented by access to system or multi-system, college, university, and public library collections.

Included in a building level collection are: general education and selected periodical, book, and non-book titles in curriculum subject areas; system and State curriculum guides; and indexes to professional literature. Funds for the professional collection are budgeted in addition to the media program budget. Regardless of the source of funds for the professional collection, the media center should be the clearinghouse for professional materials.

	phase i	phase ii	phase iii . . . . .
	IDAHO BASIC (MINIMUM)		NEA/AASL
BOOKS	200 - 600 titles	600 - 1,000 titles	1,000 titles plus additional as needed
PERIODICALS	10 - 29 titles, with duplication of titles and indexes as needed	30 - 49 titles, with duplication of titles and indexes as needed	50 titles plus additional titles, duplicate titles and indexes as needed
AUDIOVISUAL MATERIALS, PAMPHLETS, ETC.	As needed	As needed	As needed
MICROFORM	To be purchased as available on topics in education and for indexed periodicals		

EQUIPMENT

coordinate equipment with software
circulate small equipment and software to students
study current advances in equipment technology

Acquisition of equipment should be related to its use in the total educational program. The quantity of basic equipment recommended on the following pages is a guideline and does not represent a limit to the amount or type of equipment required by the media program. In some of the educational programs, needs for equipment may exceed this basic list. With the rapid advance in technology, recent trends must be taken into consideration in order to avoid purchasing equipment which is apt to become obsolete in use or design.

Purchase should be made from reliable firms and consideration must be given to the frequent and hard usage the equipment will receive. Compatability of the equipment for utilization of software produced by other companies and availability of software are also criteria for selection of equipment.

	phase i	phase ii	phase iii . . . . .
	IDAHO BASIC (MINIMUM)		NEA/AASL
PROJECTORS			
16mm	1 per 10 teaching stations, or fraction thereof, plus 2 in the media center	1 per 5 teaching stations plus 2 in the media center	1 per 2 teaching stations plus 5 in the media center
8mm (self-threading or loop)*	3 available per media center where materials are available	1 per 5 teaching stations in departments where materials are available, plus 5 in media center	1 per teaching station plus 15 in media center
2 x 2 SLIDE* (remote control)	1 per 10 teaching stations plus 2 in media center	1 per 5 teaching stations plus 2 in media center	1 per 3 teaching stations plus 5 in media center
FILMSTRIP OR COMBINATION FILMSTRIP SLIDE	1 per 5 teaching stations plus 1 in media center	1 per 3 teaching stations plus 1 in media center	1 per teaching station plus 4 in media center
SOUND FILMSTRIP	Combine available filmstrip projector with record or tape player	1 per 10 teaching stations plus 1 in media center	1 per 5 teaching stations plus 2 in media center
10 x 10 OVERHEAD	1 per 2 teaching stations plus 2 in media center	1 per teaching station plus 2 in media center	
OPAQUE (with heat shield)	1 per floor plus 1 in media center	Elementary: 1 per 5 teaching stations housed in media center; Secondary: 1 per 10 teaching stations plus 1 in media center	
MICROPROJECTOR	1 per department where applicable		

	phase i	phase ii	phase iii . . . . .
VIEWERS			
FILMSTRIP* (AC or battery)	1 per 5 teaching stations plus 10 in media center	1½ per teaching station housed in media center	4 per teaching station housed in media center
SOUND FILM-STRIP CASSETTE	1 in media center	1 per 10 teaching stations plus 1 in media center	1 per 6 teaching stations plus 2 in media center
2 x 2 SLIDE* (AC or battery)	1 per 10 teaching stations plus 1 in media center	1 per 5 teaching stations plus 1 in media center	1 per teaching station plus 1 in media center
MICRO-READERS (adaptable for micro film, fiche, book)	1 per media center	1 per media center	2 per media center
MICRO-READER-PRINTER		1 per media center	3 per media center
CAMERAS	4 per media center	5 per media center	6 per media center

PORTABLE P.A. SYSTEM	1 per media center	1 per physical education department plus 1 per media center	
RECORDERS			
RECORD PLAYERS	Elementary: 1 per teaching station grades K-6, plus 2 in media center; Secondary: 1 per 5 teaching stations, plus 5 in media center; stereo equipment in music department		
AUDIO TAPE RECORDERS (Reel)	1 per 20 teaching stations plus 2 in media center	1 per 10 teaching stations plus 2 in media center	1 per 10 teaching stations plus 3 (one of which is stereo) in media center
AUDIO RECORDERS* (Cassette)	1 per 5 teaching stations 4 in media center	1 per teaching station plus 6 in media center	
LISTENING STATIONS* (6-10 ear-phones)	Secondary - 1 per 15 teaching stations plus 2 in media center	1 per 10 teaching stations plus 2 in media center	As required by instructional program
	Elementary - 1 per teaching station grades K-6, plus 2 in media center		
PROJECTION SCREENS	One permanently mounted screen per teaching station, plus portable screens as needed		

	phase i	phase ii	phase iii . . . . .
TV COLOR RECEIVER, minimum 23" screen (when programs are available)	1 per floor on cart plus 1 in media center; capable of recording off the air	1 per teaching station where programs are available plus 1 in media center	
RADIO RECEIVERS AM-FM	1 in central distribution center, 1 per foreign language area plus 1 in media center, if reception warrants		
PROJECTION CARTS	1 per portable piece of equipment, purchased at the same time equipment is obtained; all carts should be complete with 20' electrical assembly and must be in appropriate sizes		
VIDEO TAPE RECORDERS (Portable) Available in District	1 per building	1 per 5 teaching stations with a minimum of 2 per building	
LIGHT CONTROL	Light control in every classroom and media center to the extent that all types of projected media can be utilized effectively		

*Equipment employed in Audio-tutorial System. As the use of the system increases, the amount of this equipment will increase significantly

Local production requires a facility which is specifically designed, equipped, and staffed to meet the needs of the students and teachers in the visualization of concepts.

EQUIPMENT NEEDED FOR LOCAL PRODUCTION

phase i . . . . . .

Large type typewriter
Large paper cutter
Spirit duplicator
Mimeograph
Stencil cutter
Thermo copier
Photocopier
Lettering devices
Pantograph
Light board
Drafting board
2 x 2 slide sorter
Magnetic tape eraser
Visual maker or 35mm camera,
Copy lens
Copy stand and copy light
4 x 5 enlarger
Tools for repair
Dry mount press and tacking iron
Equipped darkroom

phase ii . . . . . .

Emphasis on photographic equipment

2¼ camera
4 x 5 camera
Tripod
Refrigerator for storing chemicals and film

phase iii . . . . . .

Phase iii is dependent upon size of school system and availability of equipment and services from district or regional center

Headliner
Offset press
Audio duplicator
Reel-to-reel
Cassette
Slide reproducer
Motion cameras
Additional types of cameras as needed
Light meter
Diazo copier
Collator

BUDGET

"...regardless of the variables which affect the school, every student is entitled to maximum educational opportunity."[7]

In order to maintain media collections and related equipment, an annual budget is necessary. It is essential that the professional media staff participate in and perform a leading role in the planning and implementation of the budget.

The projected budget on the following page will provide for print media, non-print media, equipment, maintenance, repair, and replacement of media and equipment, expendable supplies needed to reinforce and carry out the media program, and supplies for processing materials and equipment. Professional materials, media center furnishings, and expensive equipment outlays are to be budgeted from funds other than media program funds. Both the individual school and the school system need financial flexibility in order to permit adjusting collections to curriculum changes, changes in teaching techniques, changes in enrollment, and aiding schools in improving sub-par materials and equipment collections.

Annual per pupil outlay for materials is not sufficient for the initial collection for new schools. The initial collection in a new school is a capital outlay item and should be allocated at the time the new building is planned.

An essential feature of budget management is that the individual school and school system accounting procedures provide for accurate and current information showing funds available, disbursements, and encumbrances. Provision allowing for expenditure of budget allotments as needed during the school year is vital to a curriculum and interest oriented media program.

	phase i	phase ii	phase iii . . . . .
	IDAHO BASIC (MINIMUM)		NEA/AASL
MATERIALS	6% of the local average for per pupil operational cost* (ADA expenditures - general funds) as annual per pupil expenditure to maintain an up-to-date collection of materials for the media program; sufficient supplemental capital outlay to reach Phase i	6% of the state or local average whichever is greater, for per pupil operational cost** (ADA expenditures - general funds) as annual per pupil expenditure to maintain an up-to-date collection of materials for the media program; sufficient supplemental capital outlay to reach Phase ii	6% of the national, state or local average, whichever is greater, for per pupil operational cost*** (ADA expenditures - general funds) as annual per pupil expenditures to maintain an up-to-date collection of materials for the media program; sufficient supplemental capital outlay to reach Phase iii

EQUIPMENT Sufficient provisions for maintenance of media center equipment, (included in 6%). Sufficient yearly capital outlay to provide for reaching the equipment goals of each phase; additional yearly capital outlays for purchase and replacement of expensive equipment

SUPPLIES Sufficient yearly allocations to provide adequate quantities of print and non-print supplies for operation of the media center (included in 6%)

*For the average per pupil operational cost of the individual school systems, refer to Idaho State Department of Education "Financial Summaries; Idaho School District" (issued annually in December for the preceding fiscal year.)

** The 1970-71 state average expenditure per pupil (ADA - all funds) was $552.91 - "Financial Summaries; Idaho School Districts: July 1, 1970 to June 30, 1971" p. 7. At 6% per pupil operational cost, this averages $33.17 per pupil per annum or 18.4¢ per pupil per school day.

***The 1970-71 national average estimated expenditure per pupil in ADA was $829.00 - NEA "Estimates of School Statistics, 1970-71" (Research Report 1970-R15). At 6% per pupil operational cost, this averages $49.74 per pupil per annum or 27.7¢ per pupil per school day.

BIBLIOGRAPHY

STANDARDS

1. Idaho. Department of Education. ACCREDITATION STANDARDS AND PROCEDURES FOR SECONDARY SCHOOLS. Boise, Idaho 83707 1970

2. ----- AN APPROVAL PROCESS FOR IDAHO ELEMENTARY SCHOOLS. Boise, Idaho 1972

3. ----- GUIDELINES AND PROCEDURES FOR JUNIOR HIGH/MIDDLE SCHOOLS. Boise, Idaho 1972

4. ----- GUIDELINES FOR INSTRUCTIONAL MATERIALS PROGRAMS IN IDAHO SCHOOLS. Boise, Idaho 1967 (o.p.)

5. Iowa. Department of Public Instruction. PLAN FOR PROGRESS...IN THE MEDIA CENTER, K-6. Publication Section, Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319 1969 40¢

6. Joint Committee of the American Association of School Librarians and the Department of Audio-visual Instruction, N.E.A. STANDARDS FOR SCHOOL MEDIA PROGRAMS. Chicago, American Library Association; Washington, D.C., National Education Association 1969 $2.00

7. Maryland. Department of Education. CRITERIA FOR MODERN SCHOOL MEDIA PROGRAMS. State Office Building, Baltimore, Maryland 1971

8. Northwest Association of Secondary and Higher Schools. Commission on Secondary Schools. HANDBOOK: STANDARDS FOR ACCREDITATION. Request from Auxiliary Services, Instructional Division, Idaho State Department of Education, Boise, Idaho 83707 Reviewed annually

PLANNING AIDS

9. American Library Association. Library Administration Division. ELEMENTARY SCHOOL LIBRARY BUILDING FOLDERS AND SLIDES. List of folders and slides available on interlibrary loan 50 East Huron Street, Chicago 60611, A.L.A. 1970 n.c.

10. ----- JUNIOR AND SENIOR HIGH SCHOOL LIBRARY BUILDING FOLDERS AND SLIDES. List of folders and slides available on interlibrary loan Chicago, A.L.A. 1969 n.c.

11. ----- INTERIOR PLANNING OF LIBRARIES, A BIBLIOGRAPHIC AID. Chicago, A.L.A. 1967

12. ----- PLANNING SCHOOL LIBRARY MEDIA CENTERS, A SELECTED BIBLIOGRAPHY. Chicago, A.L.A. 1969 n.c.

13. ----- A YARDSTICK FOR PLANNING SCHOOL LIBRARIES. Chicago, A.L.A. n.c.

14. ----- MEASUREMENT AND COMPARISON OF PHYSICAL FACILITIES FOR LIBRARIES. Chicago, A.L.A. 1970

15. Idaho. Department of Education. MANUAL FOR SCHOOL BUILDING PLANNING. rev. 1968 Boise, Idaho

16. National Special Media Institute. THE AFFECTIVE DOMAIN: A RESOURCE BOOK FOR MEDIA SPECIALISTS, 1333 Connecticut Ave., N.W., Washington, D. C. 20036 Communication Service Corporation 1972 $3.00

17. National Study of Secondary School Evaluation. EVALUATIVE CRITERIA Section6: "Educational Media Services - Library and Audio-Visual." 1785 Massachusetts Ave., N.W., Washington D. C. 20036 35¢

18. ----- EVALUATIVE CRITERIA: JUNIOR HIGH SCHOOL/MIDDLE SCHOOL. Section VIII: "Learning Media Services." Washington, D. C. 20036 35¢

ADMINISTERING THE MEDIA PROGRAM

19. American Library Association. American Association of School Librarians. EDUCATIONAL TRENDS AND MEDIA PROGRAMS IN SCHOOL LIBRARIES. (reprint of series of articles from Feb. 1969 A.L.A. Bulletin) Chicago, A.L.A.

20. Audiovisual Market Place: A MULTIMEDIA GUIDE. 2d ed. New York: Bowker, 1970

21. Brown, James W., and others. A-V INSTRUCTION: MEDIA AND METHODS. 3d ed. New York: McGraw, 1969

22. ----- ADMINISTERING EDUCATIONAL MEDIA. New York: McGraw, 1965

23. Davies, Ruth Ann. THE SCHOOL LIBRARY, A FORCE FOR EDUCATIONAL EXCELLENCE. New York: Bowker, 1969

24. Delaney, Jack J. THE NEW SCHOOL LIBRARIAN. New York: Shoe String Press, 1968

25. Erickson, Carlton W. ADMINISTERING AUDIO-VISUAL SERVICE. New York: Macmillan, 1959

26. ----- ADMINISTERING INSTRUCTIONAL MEDIA PROGRAMS. New York: Macmillan, 1969

27. Gaver, Mary Virginia. EVALUATING LIBRARY RESOURCES FOR ELEMENTARY SCHOOL LIBRARIES. East Brunswick, N. J. SSH Press, 1962

28. ----- EVERY CHILD NEEDS A SCHOOL LIBRARY. 2d ed. Chicago, A.L.A., 1966

29. ----- SERVICES OF SECONDARY SCHOOL MEDIA CENTERS. Chicago, A.L.A., 1971

30. Hull, Padia. AT YOUR SERVICE: STRUCTURING A FUNCTIONAL SCHOOL LIBRARY PROGRAM. Boise, Idaho: Department of Education, 1969

31. Idaho. Department of Education. MANAGING LEARNING RESOURCES IN ELEMENTARY AND SECONDARY SCHOOLS. Boise, Idaho 1969

32. Mannino, Philip. ABC'S OF AUDIO-VISUAL EQUIPMENT AND THE SCHOOL PROJECTIONIST'S MANUAL, 2d ed. State College, Pa. The School Projectionists Club of America

33. Meierhenry, Wesley C., ed. MEDIA AND EDUCATIONAL INNOVATION (in cooperation with the U. S. Office of Education under Title VII, Part B) Lincoln, Nebraska: University of Nebraska Press

34. Morphet, Edgar L., and others. EDUCATIONAL ORGANIZATION AND ADMINISTRATION: CONCEPTS, PRACTICES AND ISSUES. Englewood Cliffs, N. J.: Prentice-Hall, 1967

35. Neagley, Ross L., and others. THE SCHOOL ADMINISTRATION AND LEARNING RESOURCES. Englewood Cliffs, N. J.: Prentice-Hall, 1969

36. Palovic, Lora and Goodman, Elizabeth B. THE ELEMENTARY SCHOOL LIBRARY IN ACTION. New York: Parker, 1968

37. Pocatello School District. HANDBOOK FOR INSTRUCTIONAL MEDIA PERSONNEL IN ELEMENTARY AND SECONDARY SCHOOLS. Pocatello, Idaho, 1971

38. Rowell, John and Heidbreder, M. Ann. EDUCATIONAL MEDIA SELECTION CENTERS. Chicago, A.L.A., 1971

39. Sullivan, Peggy. PROBLEMS IN SCHOOL MEDIA MANAGEMENT. New York: Bowker, 1971

40. ----- REALIZATION: THE FINAL REPORT OF THE KNAPP SCHOOL LIBRARIES PROJECT. Chicago, A.L.A.

41. Pearson, Neville P. and Butler, Lucius. INSTRUCTIONAL MATERIALS CENTERS: SELECTED READINGS. Minneapolis: Burgers, 1969

42. Postlewait, Samuel N., and others. THE AUDIO-TUTORIAL APPROACH TO LEARNING, 2d ed. Minneapolis: Burgess, 1969

43. Saunders, Helen E. THE MODERN SCHOOL LIBRARY: ITS ADMINISTRATION AS A MATERIALS CENTER. Metuchen, N. J.: Scarecrow, 1968

SELECTION AIDS

44. American Library Association. BOOKLIST AND SUBSCRIPTION BOOKS BULLETIN. Chicago: A.L.A. Twice a month, $10 per year

45. ----- BOOKS FOR CHILDREN, PRE-SCHOOL THROUGH JUNIOR HIGH SCHOOL 1970-1971. Chicago: A.L.A., 1972

46. ----- BOOKS FOR ELEMENTARY SCHOOL LIBRARIES. Chicago: A.L.A., 1969

47. ----- Scott, Marion, H.E.W. PERIODICALS FOR SCHOOL LIBRARIES. Chicago: A.L.A., 1969

48. ----- SELECTING MATERIALS FOR SCHOOL LIBRARIES: GUIDELINES AND SELECTION SOURCES TO INSURE QUALITY COLLECTIONS. Chicago: A.L.A., 1967. Single copy free.

49. ----- Association of Hospital and Institution Libraries. BIBLIOTHERAPY: METHODS AND MATERIALS. Chicago: A.L.A., 1971

50. Baird, Peggy Flanagan. MUSIC BOOKS FOR THE ELEMENTARY SCHOOL LIBRARY. An annotated bibliography, 1201 Sixteenth Street, N.W., Washington, D. C., 1972

51. Carlsen, G. Robert. BOOKS AND THE TEEN-AGE READER. New York: Harper and Rowe, 1967

52. Children's Book Council. AIDS TO CHOOSING BOOKS FOR CHILDREN. New York: Children's Book Council, 1968

52a. CHILDREN'S CATALOG. New York: H. W. Wilson Company.

53. Gillespie, John T. and Spirt, Diana. PAPERBACK BOOKS FOR YOUNG PEOPLE; AN ANNOTATED GUIDE TO PUBLISHERS. Chicago: A.L.A., 1972

54. Greene, Ellin and Schoenfeld, Madalynne, comp. A MULTIMEDIA APPROACH TO CHILDREN'S LITERATURE. Chicago: A.L.A., 1972

55. George Peabody College for Teachers. FREE AND INEXPENSIVE LEARNING MATERIALS. Nashville: George Peabody College for Teachers. Annual

56. Huss, Helen. CHILDREN'S BOOKS TO ENRICH THE SOCIAL STUDIES. Washington: National Council for the Social Studies, 1966

57. Jones, Milbrey L. SOURCES OF AUDIOVISUAL MATERIALS. OE-35090, U. S. Government Printing Office. 15¢

58. JUNIOR HIGH SCHOOL LIBRARY CATALOG, New York: H. W. Wilson Co.

59. National Education Association. THE TEACHERS LIBRARY, rev. ed. Washington, D. C.: The Association, 1968

60. National Information Center for Educational Media (Los Angeles). INDEX TO 8MM EDUCATIONAL MOTION CARTRIDGES. New York: Bowker, 1969

61. ----- INDEX TO OVERHEAD TRANSPARENCIES. New York: Bowker, 1969

62. ----- INDEX TO 16MM EDUCATIONAL FILMS, 2d ed. New York: Bowker, 1967

63. National Information Center for Educational Media (Los Angeles). INDEX TO 35MM EDUCATIONAL FILMSTRIPS, 2d ed. New York: Bowker, 1969

64. Rufsvold, Margaret Q. and Guss, Carolyn. GUIDES TO EDUCATIONAL MEDIA, 3d ed. Chicago: A.L.A., 1971

65. SENIOR HIGH SCHOOL LIBRARY CATALOG, New York: H. W. Wilson Co.

66. Sheehy, Eugene P. GUIDE TO REFERENCE BOOKS, 8th ed. 2d Supplement, 1967-68. Chicago: American Library Association, 1970

CATALOGING TOOLS

67. Akers, Susan Grey. SIMPLE LIBRARY CATALOGING, 5th ed. Chicago: A.L.A., 1969

68. Association for Educational Communications and Technology. STANDARDS FOR CATALOGING NONPRINT MATERIALS, rev. ed. Washington, D. C.: NEA, 1971

69. Canadian Library Association. NON-BOOK MATERIALS: THE ORGANIZATION OF INTEGRATED COLLECTIONS. Prelim. ed. (Adopted by ALA) Ottawa: The Association, 1970

70. Hopkins, Shirley. THE DESCRIPTIVE CATALOGING OF LIBRARY MATERIALS, 3d ed. rev. & enl. San Jose, Calif.: Claremont House, 1968

71. Loertscher, David and others. MANUAL FOR CATALOGING NON-BOOK MATERIALS. Boise, Idaho: Department of Education, 1970

72. Piercy, Esther J. COMMONSENSE CATALOGING. New York: H. W. Wilson Company, 1965

73. Westhuis, Judith Loveys, and Julie M. DeYoung. CATALOGING MANUAL FOR NON-BOOK MATERIALS IN LEARNING CENTERS AND SCHOOL LIBRARIES.

PROFESSIONAL PERIODICALS

74. AMERICAN LIBRARIES, American Library Association, 50 East Huron Street, Chicago, Illinois 60611. Monthly, Membership

75. AUDIOVISUAL COMMUNICATIONS. Business Publications, Box 7336 Philadelphia, Pennsylvania 19101. Bimonthly, $3.00

76. AUDIOVISUAL INSTRUCTION. Department of Audiovisual Instruction, National Education Association, 1201 Sixteenth St., N. W., Washington, D. C. 20036. Monthly, Membership or $6.00

77. BULLETIN OF THE CENTER FOR CHILDREN'S BOOKS. University of Chicago Press, 5750 Ellis Avenue, Chicago, Illinois 60637. Monthly except August, $4.50 a year

78. EDUCATIONAL MEDIA. Educational Media, Inc., 1015 Florence Street, Fort Worth, Texas 76102. Monthly, membership or $10.00 per year

79. EDUCATIONAL SCREEN AND AV GUIDE. 434 South Wabash Avenue, Chicago, Illinois 60605. Monthly, $6.00 per year

80. EDUCATIONAL TECHNOLOGY. 456 Sylvan Avenue, Englewood, N. J. 07632. Monthly, $18.00

81. EDUCATIONAL TELEVISION. C. S. Tepfer Publishing Co., Inc. 140 Main Street, Ridgefield, Conn. 06877. Monthly, $8.00

82. HORN BOOK. Horn Book, Inc., 585 Bylston Street, Boston, Mass. 02116. 6 issues a year. $6.00 a year

83. MEDIA AND METHODS. 134 North 13th Street, Philadelphia, Pennsylvania 19107. Monthly, $5.00

84. MODERN MEDIA TEACHER. George A. Bflaum, Publisher, 38 West Fifth Street, Dayton, Ohio 45402. Bimonthly, five issues per year, $3.00

85. RESEARCH IN EDUCATION. A monthly ERIC document abstract journal announcing recently completed research and research related reports in the field of education U. S. Office of Education, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. $21.00, annual index $6.25

86. SCHOOL LIBRARIES. American Association of School Librarians, 50 East Huron Street, Chicago, Illinois 60611. Membership

87. SCHOOL LIBRARY JOURNAL. R. R. Bowker Company, 1180 Avenue of the Americas, New York, N. Y. 10036. Monthly, $7.00 per year.

88. SCIENCE BOOKS. American Association for the Advancement of Science, 1515 Massachusetts Avenue, N. W., Washington, D. C. 20005. Quarterly, $6.50 a year.

89. TOP OF THE NEWS. American Library Association, 50 East Huron Street Chicago, Illinois 60611. Quarterly, Membership

90. WILSON LIBRARY BULLETIN. H. W. Wilson Company, 959 University Avenue, Bronx, New York 10452. Monthly, $8.00 per year

YOUR MEDIA PROGRAM

A partial and suggestive list to be used as a sample planning guide to help your school in developing a plan to accomplish desired goals in a certain amount of time. It may be expanded or adapted.

	SCHOOL SYSTEM	SCHOOL BUILDING	UNIFIED MEDIA PROGRAM
PHILOSOPHY AND GOALS			
OBJECTIVES			

ITEM	GOALS	ON HAND	NEED	COST EACH	TO BE ACHIEVED BY THIS DATE	TO BE ACHIEVED BY THIS DATE	TO BE ACHIEVED BY THIS DATE	TO BE ACHIEVED BY THIS DATE	TO BE ACHIEVED BY THIS DATE	BUDGET 1st YR.	2nd YR.	3rd YR.	4th YR.	5th YR
I. SERVICES p. v - 10														
Centralizing collection														
Cataloging														
Assisting & instructing students														
Inservice training for teachers														
Assisting in planning & production of materials														
Assisting in correlation of activities and materials for unit														
Scheduling materials & equipment for maximum use														
Extended hours of service														
II. PERSONNEL p. 6 - 7														
Professional														
Supportive														
III. FACILITIES p. 8 - 9														
Student seating space														
Office area														

ITEM	GOALS	ON HAND	NEED	COST EACH	TO BE ACHIEVED BY THIS DATE	TO BE ACHIEVED BY THIS DATE	TO BE ACHIEVED BY THIS DATE	TO BE ACHIEVED BY THIS DATE	TO BE ACHIEVED BY THIS DATE	BUDGET 1st YR.	2nd YR.	3rd YR.	4th YR.	5th YR
Individual viewing and listening stations														
Previewing area														
Individual study														
Conference rooms														
Cataloging and processing area														
Media storage														
Equipment storage														
Production area														
Dark room (p. 21)														
Faculty area														
Lighting, acoustics, ventilation														
Provisions for expansion														
Furnishings														
Card catalog														
Charge desk units														
Shelving (general)														
Shelving, files, cabinets, (special types for particular media)														
Tables, carrels, telephone														
Workroom furniture														
IV. MEDIA COLLECTION p. 10 - 13														
Books														
Magazines														
Newspapers														
Filmstrips and 8mm loops														
Recordings														
Slides														

ITEM	GOALS	ON HAND	NEED	COST EACH	TO BE ACHIEVED BY THIS DATE	TO BE ACHIEVED BY THIS DATE	TO BE ACHIEVED BY THIS DATE	TO BE ACHIEVED BY THIS DATE	TO BE ACHIEVED BY THIS DATE	BUDGET				
										1st YR.	2nd YR.	3rd YR.	4th YR.	5th YR.
Transparencies														
Art Prints														
Study Prints														
Globes														
Maps														
16mm films														
V. PROFESSIONAL COLLECTION p. 14-15														
Books														
Periodicals														
Audiovisual materials														
Microform														
VI. EQUIPMENT p. 16-20														
Projectors														
16mm														
8mm														
Slide														
Filmstrip or fs/slide														
Sound filmstrip														
Overhead														
Opaque														
Heat shield														
Microprojector														
Viewers														
Filmstrip														
Sound filmstrip (cassette)														
Slide														
Microreaders														
Microreader printer														

ITEM	GOALS	ON HAND	NEED	COST EACH	TO BE ACHIEVED BY THIS DATE	TO BE ACHIEVED BY THIS DATE	TO BE ACHIEVED BY THIS DATE	TO BE ACHIEVED BY THIS DATE	TO BE ACHIEVED BY THIS DATE	BUDGET 1st YR.	2nd YR.	3rd YR.	4th YR.	5th YR.
Cameras (for circulation)														
Portable P. A. system														
Recorders														
Record players														
Audio-tape (reel)														
Audio (cassette)														
Listening stations (portable)														
Projection screens														
T.V. receivers														
Radio receivers														
Projection carts														
Video-tape recorders														
Light control														
VII. PRODUCTION EQUIPMENT p. 2:														
Large type typewriter														
Large paper cutter														
Spirit duplicator														
Mimeograph														
Stencil cutter														
Thermo copier														
Photocopier														
Lettering devices														
Light board														
Drafting board														
2 x 2 slide sorter														
Magnetic tape eraser														
Cameras														
Visual maker														
35mm														
2¼														
4 x 5														

ITEM	GOALS	ON HAND	NEED	COST EACH	TO BE ACHIEVED BY THIS DATE	TO BE ACHIEVED BY THIS DATE	TO BE ACHIEVED BY THIS DATE	TO BE ACHIEVED BY THIS DATE	TO BE ACHIEVED BY THIS DATE	BUDGET				
										1st YR.	2nd YR.	3rd YR.	4th YR.	5th YR.
Motion cameras														
Other														
Copy lens														
Copy stand & copy lights														
4 x 5 enlarger														
Dry mount press & tacking iron														
Darkroom equipment														
Storage facilities (cupboards, files, trays, etc.)														
Tools for repair (screwdrivers, wrenches, pliers, etc.)														
Tripod														
Refrigerator for storing chemicals and film														
Headliner														
Offset press														
Audio-duplicator reel to reel cassette														
Slide reproducer														
Label maker														
Diazo copier														
Collator														
VIII. BUDGET														
Materials														
Equipment														
Supplies														
Maintenance														